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ABSTRACT

The Utah Comprehensive Counseling and Guidance Model is designed to assist students through specific self-appraisal and self-improvement activities to better enable them to effectively plan to meet educational and career goals. The model is presented with information required to implement the program. Chapter contents include: (1) "Conceptual Framework," which delineates the mission statement, rationale, benefits, assumptions, and program elements; (2) "Structural Framework," which describes the steering committee, advisory committee, staffing patterns, guidance resources, departmental budget, facilities and space; (3) "Process of Delivery," which describes the Comprehensive School Guidance Program and lists the major components in a table, discusses individual planning, and describes responsive services, system support, and time allocations; (4) "Content Areas and Student Competencies," which lists competencies by area and level; (5) "A Strategy for Implementing the Comprehensive Counseling and Guidance Program," which covers guidelines, strategy, and resources; (6) "Evaluation of Effectiveness," which includes personnel, program, student, and resource evaluation. Appendixes are: (A) "NOICC [National Occupational information Coordinating Committee] Competencies and Indicators" for elementary, middle, high school, and adult levels; (B) "Sample Counselor Job Descriptions; (C) "Funding Procedures"; (D) "Guidelines for the SEOP"; and (E) "National Career Development Guidelines and Staff Competencies." (EMK)

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UTAH MODEL FOR COMPREHENSIVE COUNSELING AND GUIDANCE

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1998

MODEL FOR UTAH COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAMS

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Foreword

The state of Utah is located in the center of the Rocky Mountain region with a population of slightly over two million residents. The state is highly urbanized with approximately 80 percent of the residents living in a narrow corridor within 50 miles of Salt Lake City. Forty school districts serve nearly 500,000 students. In 1988, the Utah State Office of Education launched an initiative to restructure the state's public secondary school guidance program based on a model developed by Dr. Norman C. Gysbers at the University of Missouri, Columbia, and program implementation strategies developed in Missouri. Utah schools are well into the implementation of the Comprehensive Counseling and Guidance Program Model.

During the 1980s, there was a growing sense of concern with the counseling and guidance program in Utah's public secondary schools. Counselor numbers were not keeping pace with a burgeoning student population. During this time, pupil/counselor ratios rose from 430/1 to 550/1. The counselor's role was frequently debated, widely varied, and dominated by a myriad of nonguidance activities. The counselor's job was not viewed as being very attractive, counselor training institutions were producing very few counselors, and the shortage of trained counselors was so severe that "certification" requirements were substantially reduced for entry-level counselors.

Counselors in the state were frequently criticized for providing one-dimensional "university-bound" guidance to students, and vocational educators had become particularly dissatisfied with the lack of guidance for students seeking to pursue vocational and technical training, work-based learning options, and direct entry into the work force. Program administrators in the Utah State Office of Education and leaders of the local vocational directors' group believed dramatic measures were needed to restructure guidance in the state. They agreed to commit up to 10 percent of federal, state, and local vocational education resources for guidance support. However, tied to this commitment was a stipulation that guidance be established as a full-fledged education program.

The Utah Comprehensive Guidance and Counseling Program Model varies little from Gysbers' model described in *Developing and Managing Your School Guidance Program* (Gysbers and Henderson, 1988) and the *Missouri Model* (Gysbers and Starr, 1993). However, Utah adopted the National Occupational Information Coordinating Committee (NOICC) competencies, which focuses on student outcomes, as its desired program content. While the Comprehensive Counseling and Guidance Program Model, which has been adopted in Utah, shares all of the major characteristics of the Gysbers/Henderson and the Missouri models, it is singularly unique in its statewide approach to implementation and the near universal adoption by the secondary schools of the state.

Acknowledgements

Dr. R. Lynn Jensen has been the impetus for effectuating the change of the role of the school guidance counselor in Utah. He provided the leadership for the development and eventual statewide implementation of the Utah Comprehensive Counseling and Guidance Program Model.

Dr. Norman C. Gysbers has been a major contributor to the success of the Utah Comprehensive Counseling and Guidance Program through his training of Utah counselors, school- and district-level administrators, and others.

Members of the original state Select Committee for Comprehensive Counseling and Guidance (positions held at the time of organization) are to be recognized for their contribution to the success of the development and initial implementation of the Comprehensive Counseling and Guidance Program Model.

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I. CONCEPTUAL FRAMEWORK

MISSION STATEMENT

Public education's mission is to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society by providing students with skills for lifelong learning, occupational skills, character development, literacy, and basic knowledge through a responsive statewide educational system that guarantees local school communities autonomy, flexibility, and client choice, while holding them accountable for results (Strategic Planning Act, 1992).

The Utah State Public Education Strategic Plan envisions a system that personalizes education for each student with 100 percent of Utah's students achieving the objectives of their individually developed Student Education Plan (SEP) and Student Education Occupation Plan (SEOP). These lofty goals pose a tremendous challenge for school counselors who are in a key position to influence student decision making and planning. To meet this challenge, counselors have moved from traditional ancillary counselor services to a schoolwide Comprehensive Counseling and Guidance Program.

For many years, the school counselor has played an important role in the education and guidance of students in public schools. Historically, school counselors have been viewed as an appendage or as an ancillary service to the school's education mission. While the ancillary model has helped some students, it has been inadequate in helping all students reach their potential.

Utah, along with several states such as Missouri, New Hampshire, Idaho, Ohio, and Alaska, has critically evaluated school counseling and guidance services and has committed to implement a Comprehensive Counseling and Guidance Program that focuses on:

- Reaching 100 percent of the student population.
- Providing a programmatic approach to guidance.
- Ensuring accountability.
- Eliminating nonguidance activities (clerical duties that could be done by noncertificated personnel).
- Developing student competencies to address student needs.
- Defining the role of the school counselor within the Comprehensive Counseling and Guidance Program Model.

Using the strategic plan as the primary impetus for counseling reform, and the Utah Comprehensive Counseling and Guidance Program as a model, guidance is now recognized as a critical component of the educational system. Administrators, counselors, teachers, and parents view guidance as a vital component of every student's education. This has been accomplished by developing a Comprehensive Counseling and Guidance Program for all students.

A school guidance program mission statement is unique to each individual school and community. However, programs tend to focus on program goals that will:

- Impact all students in a powerful and effective way as to the importance of career decision making and planning for life after high school.
- Encourage and assist each student in developing a SEP or a SEOP.
- Direct the guidance program to provide opportunities for student growth in the areas of self-knowledge, educational and occupational exploration, and career development.
- Involve the school (students and staff), the home (entire family), and the community (neighborhood and work force) in implementing a Comprehensive Counseling and Guidance Program.

"Public education's mission is to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society..."

RATIONALE

As Utah continues to implement and refine its counseling and guidance services, modifications must be based on a solid rationale. This section identifies and clarifies the justification for these services within the overall school program.

SELF-KNOWLEDGE: The Utah Comprehensive Counseling and Guidance Model is designed to assist students through specific self-appraisal and self-improvement activities to better enable them to effectively plan to meet educational and career goals, improve interpersonal relationships, assume responsibility for personal behavior, and become responsible citizens.

DECISION MAKING: Mastery of decision-making skills and the application of these skills to life and career planning are critical to the future success of Utah's students. Included in the decision-making process are skills to apply personal values, to gather and use relevant information, to understand the relationship between planning and eventual outcomes, to be aware of the need to adapt plans in response to changes in time and circumstances, and to identify the steps needed to make personal decisions.

RESPONDING TO CHANGE: As students face changes in familial and peer situations, they often experience a sense of powerlessness, which can be reduced through the effective use of counseling and guidance activities in the school.

Technological and scientific advances, together with other shifts in society, have left students unacquainted with many career options available to them. In addition, students today are likely to assume more roles, function in more diverse settings, and experience more unique life events than in any previous generation. Students will need to be more familiar with the effects of change. These are major areas that can be appropriately enhanced by a Comprehensive Counseling and Guidance Program.

PLACEMENT ASSISTANCE: Because of the vast array of options available to students both during and following their secondary school experience, it is critical they have access to informed counselors who can assist them in planning for and making connections to their next steps. The Utah Comprehensive Counseling and Guidance Program can meet this need by providing and coordinating skill development in the following areas: knowledge of the spectrum of educational courses and programs; understanding of the relationships of courses and programs to personal and societal needs and goals; skill development in using a wide variety of information and resources; understanding of the pathways and linkages between secondary and postsecondary courses and programs; and skill development in writing resumes, searching for jobs, and interviewing for jobs.

RELEVANT EDUCATION: Student complacency in school and student dropout from school programs can stem from the perception that school is not directly relevant to life. The Comprehensive Counseling and Guidance Program seeks to increase relevancy in school courses and

"The work of Dr. Norm Gysbers has been especially helpful in the development of this rationale and his contribution is greatly acknowledged."

to help students see how the skills and knowledge they obtain in school help to fulfill their present and future needs. This ideal is more likely to be attained as students develop specific goals and plans through the SEP process facilitated by teachers and the SEOP process facilitated by school counselors.

"The Utah Comprehensive Counseling and Guidance Model is designed to assist students through specific self-appraisal and self-improvement activities to better enable them to effectively plan to meet educational and career goals..."

BENEFITS

The following benefits have been reported by schools implementing a Comprehensive Counseling and Guidance Program:

BENEFITS FOR STUDENTS

1. Guarantees guidance services to all students.
2. Promotes a developmental approach in sequencing guidance activities.
3. Increases the opportunity for counselor-student interaction.

BENEFITS FOR PARENTS

1. Provides support for parents regarding their child's development.
2. Establishes a system for a student's long-range planning.
3. Increases opportunities for parent-counselor interaction.

BENEFITS FOR TEACHERS

1. Encourages positive, calendared activities and supportive working relationships.
2. Promotes a team effort to address developmental skills and core competencies.
3. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

BENEFITS FOR ADMINISTRATORS

1. Creates a structured program with specific guidance content.
2. Provides a means for measuring effectiveness of guidance programs.
3. Enhances community image of the guidance program.

BENEFITS FOR LOCAL BOARDS OF EDUCATION

1. Presents the rationale for including guidance as a comprehensive program in the school system.
2. Provides district patrons with current data regarding student competencies obtained through guidance program efforts.
3. Establishes a basis for determining guidance funding allocations.

BENEFITS FOR THE BUSINESS, INDUSTRY, AND LABOR

1. Provides increased opportunity for collaboration and active participation among counselors and business, industry, and labor communities.
2. Increases accessibility to the counselor.
3. Prepares a potential work force with decision-making skills, preemployment skills, and increased worker maturity.

BENEFITS FOR GUIDANCE PERSONNEL

1. Defines a clear role and function that are educationally based.
2. Eliminates nonguidance functions and revitalizes a professional identity.
3. Provides a tool for program management and accountability.

ASSUMPTIONS

The following statements represent some of the basic assumptions on which the activities of the Utah Comprehensive Counseling and Guidance Program are based:

- Excellence in providing guidance program services is best achieved by focusing on competencies rather than duties and structural aspects of a program.
- Guidance programs and instructional programs are equal partners in the educational process.

Under the direction of the advisory committee, the steering committee, and school and district administrators, the school counselors have the overall responsibility for implementing and evaluating the Comprehensive Counseling and Guidance Program.

- Counseling and guidance outcomes will be accomplished through planned activities in each of the four components of a Comprehensive Counseling and Guidance Program: guidance curriculum, individual planning, responsive services, and system support.
- All students will benefit from the guidance program. The rights and needs of students in relation to their diversity will be an integral part of plans and programs.
- Program priorities will be established based on the results of needs assessments as well as goals set at the national, state, and district levels.
- An effective guidance program is developmental as well as comprehensive.
- The guidance program will be evaluated at least annually to determine areas of success as well as deficiency.
- The program will remain flexible in order to be responsive to the changing needs reflected in periodic assessments and evaluation.

Utah Comprehensive Counseling and Guidance Program Model

PROGRAM ELEMENTS

FRAMEWORK

Conceptual Framework

- Mission Statement
- Rationale
- Benefits
- Assumptions

Structural Framework

- Steering Committee
- Advisory Committee
- Staffing Patterns
- Budget
- Guidance Resources
- Facilities

PROGRAM DELIVERY COMPONENTS

Guidance Curriculum

- Classroom
- Presentations
- Structured Groups

Individual Planning

- SEP/SEOP
- Advisement
- Assessment

Responsive Services

- Individual Counseling
- Small-Group Counseling
- Consultation
- Referral

System Support

- Management
- Public Relations
- Professional Development
- Evaluation

CONTENT

Competencies

- Self-knowledge
- Educational and Occupational Exploration
- Career Planning

RESOURCES

Human

- School
- Community
- Business and Labor

Political

- School Boards
- Legislature
- Policy

Financial

- State Funding
- Grants

Technological

- Equipment
- Management Systems

SUGGESTED TIME DISTRIBUTION

	Percentages		
	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	40	35	25
Individual Planning	10	25	35
Responsive Service	35	25	25
System Support	15	15	15
Totals	100	100	100

II. STRUCTURAL FRAMEWORK

The Utah Comprehensive Counseling and Guidance Program is defined by the following structural components:

- **STEERING COMMITTEE**
- **ADVISORY COMMITTEE**
- **STAFFING PATTERNS**
- **GUIDANCE RESOURCES**
- **DEPARTMENTAL BUDGET**
- **FACILITIES AND SPACE**

STEERING COMMITTEE

The steering committee provides on-site school management for the guidance program. The committee consists of school staff members who work closely with the Comprehensive Counseling and Guidance Program. Members of this committee consist of the school counselors and others selected from school administrators, student services personnel, special education team leaders, applied technology education team leaders, teachers, other ad hoc faculty members, and students involved in the delivery of guidance services and activities. The chair of this committee is usually the guidance program leader or head counselor.

ADVISORY COMMITTEE

The advisory committee provides support and assists in establishing a direction and in setting goals for the school's Comprehensive Counseling and Guidance Program. The steering committee actively solicits input from the advisory committee. The advisory committee develops broad guidance goals based on an assessment of student needs, whereas the steering committee designs the methods to implement and achieve the goals. The advisory committee provides information on community and parental expectations for the program. This committee provides two-way communication between the school and community. The advisory committee membership includes individuals representing both the school and community: school staff, students, parents, PTSA leaders, school board members, and community and business leaders. The members should have an interest and shared enthusiasm for guidance.

STAFFING PATTERNS

It is recommended that:

- The school principal and head counselor assume leadership for the management of the program.
- The program leaders actively seek the advice and support of all staff involved in the delivery of guidance services.
- Guidance functions are differentiated according to staff interest and expertise.
- Hours for guidance services should be flexible in order to accommodate student and parent schedules and to provide expertise and resources when needed.
- There be at least one counselor for every 400 students.
- Sufficient secretarial help be provided to free counselors from noncounseling duties and assist with clerical management of the program.
- There be a placement coordinator or career center director at the secondary level.
- Sufficient personnel be provided, under the supervision of the counseling department, to staff career and computer centers and assist with placement at the secondary level.

In schools with more than one counselor, it is recommended that a head counselor be identified. So that individuals designated as a head counselor can organize or manage the guidance program, consideration may be given to reducing their student caseload.

GUIDANCE RESOURCES

To support the goals outlined in the Comprehensive Counseling and Guidance Program, equipment and materials may include such things as computers and printers, the Utah *Choices* (Careers Information Delivery System) software, audio/visual equipment, guidance curriculum, pamphlets, books, and videos. An accessible, up-to-date communication system with such capabilities as faxing, voice mail, computer networking, and the Internet is essential. Program needs should be evaluated and updated annually.

Personnel who are key to the Comprehensive Counseling and Guidance Program implementation include counselors, teachers, teacher advisors, administrators, school psychologists, special education teachers, other student services personnel, and district personnel. All staff expertise is involved in the delivery of guidance services. Community resources such as the Department of Family Services and Mental Health, business and industry, public service organizations, and parents will also be utilized. In addition, information and materials are made available through the state guidance specialist as well as at annual, state-sponsored conferences and workshops.

DEPARTMENTAL BUDGET

It is critical to establish a budget for the Comprehensive Counseling and Guidance Program. The guidance team can work with the school principal and the district to establish a budget that adequately supports the program. The program budget should be reviewed annually so the evolving goals of the advisory committee can be accomplished.

The Utah State Legislature provides funding for implementation and maintenance of the Comprehensive Counseling and Guidance Program in Utah's schools (see Appendix C for funding procedures).

FACILITIES AND SPACE

To fully implement the Comprehensive Counseling and Guidance Program, a guidance center is established to provide personal/social, educational, and career planning support for students, parents, and staff. This center creates the first impressions students, parents, teachers, and others have of the school's guidance program. It is important for the guidance center to promote an inviting and supportive atmosphere and to reflect program goals through visual aids and displays. Other facilities and space requirements may include:

- A computer lab with sufficient computers to accommodate a classroom-size group.
- Properly equipped private offices.
- Adequate space for individual and small-group counseling in addition to facilities and space to accommodate individual and small-group SEP/SEOP conferences.
- Adequate storage space.
- An adequate reception and waiting area.
- Adequate space for a career center.
- An available classroom for the delivery of guidance curriculum.

III. PROCESS OF DELIVERY

Various methods of delivery are employed through the Comprehensive Counseling and Guidance Program to ensure that the guidance program reaches every student. Four components have been identified as fundamental elements of the Utah model. Guidance curriculum provides a vehicle to deliver guidance program content in a systematic way to all students through classroom activities. Individual planning responds to the increasing need for all students to plan, monitor, and understand their growth and development. In addition, this component supports the SEP/SEOP process through which students work with their parents, counselors, and key educators to prepare for their next steps personally, educationally, and occupationally. The responsive services component was included because of the need in comprehensive guidance programs to respond to the critical needs of students. Finally, system support was selected because guidance program processes are effective only when support activities, such as training, staff development, and evaluation, are established. System support was also included because the guidance program provides support to other programs in the school. These components serve as organizers for the guidance methods, techniques, and resources required in a Comprehensive Counseling and Guidance Program.

- **Guidance Curriculum** is designed to address competencies to be developed by all students and implemented through classroom and group activities.

- **Individual Planning**/Student Education Plan and Student Education Occupation Plan involves students, their parents, and school counselors in a planning process that guides and monitors the students' personal/social, education, and career development.

- **Responsive Services** focuses on providing help to students who face obstacles that interfere with personal/social, education, or career development through prevention and intervention programs, counseling, consultation, and referral.

- **System Support** includes the management of activities that establish, maintain, and enhance the total guidance program and support the total school program.

The guidance curriculum, individual planning, and responsive services components constitute the direct services to students portion of the program. Counselors are required to spend no less than 80 percent of their time providing direct services to 100 percent of the student population and limit indirect services (system support) to not more than 20 percent of their time.

FOUR COMPONENTS OF A COMPREHENSIVE SCHOOL GUIDANCE PROGRAM

Guidance Curriculum Provides guidance content in a systematic way to all students K-12.	**Individual Planning** Assists students in monitoring and understanding their own development.	**Responsive Services** Addresses the immediate concerns of students.	**System Support** Includes program management activities that establish the guidance program in the school.
Purpose Student awareness, skill development, and application of skills needed in everyday life. ***Content Areas*** • *Self-Knowledge* Development of healthy self-concept Development of skills to interact positively with others • *Educational and Occupational Exploration* Understanding the relationship between work and learning Knowledge of career opportunities • *Career Planning* Skills to make decisions Knowledge of vocational training Need for positive work habits	**Purpose** Student education and occupation planning and goal setting (SEP/SEOP). ***Common Elements*** • *Process* Coordinated guidance curriculum activities Individual assessment Parental involvement Well-defined objectives Advisement • *Product* School-to-work goals Written four-year plan Graduation requirements Student, parent, counselor participation Record of activities	**Purpose** Prevention and intervention. ***Possible Areas of Focus*** • Academic concerns • Study skills • School-related concerns • Tardiness • Absences and truancy • Misbehavior • School avoidance • Dropout prevention • Relationship concerns • Physical/sexual/emotional abuse • Grief/loss, death • Substance abuse • Family issues • Sexuality issues • Coping with stress • Parent education	**Purpose** Program, management, implementation, and support. ***Areas of Focus*** • Guidance program management, development, and implementation • Program assessment and evaluation • Resource management (budget, staff, etc.) • Teacher/administrator consultation • Staff development • Schoolwide improvement planning • Counselor professional development • Research and publishing • Public relations and community outreach
Counselor Role/Delivery Method • Structured groups and classroom activities • Consultation • Teacher/counselor classroom activities	**Counselor Role/Delivery Method** • SEP/SEOP planning activities • Individual and small-group planning conferences • Assisting students in next-step planning	**Counselor Role/Delivery Method** • Individual and small-group counseling and conferencing • Consultation/referral • Classroom presentations	**Counselor Role** • Program leadership • Consultation • Coordination

GUIDANCE CURRICULUM

Guidance curriculum consists of structured, developmentally sequenced activities presented systematically through classroom and group settings. The curriculum is designed to respond to each of the NOICC (National Occupational Information Coordinating Committee) competencies, which are organized according to the following content areas:

- **SELF-KNOWLEDGE**
- **EDUCATIONAL AND OCCUPATIONAL EXPLORATION**
- **CAREER PLANNING**

Guidance curriculum activities are generally prioritized based on the results of the needs assessment.

The guidance curriculum is delivered through strategies that include:

Classroom Presentations and Activities: Counselors teach or assist in teaching guidance curriculum activities or units in the classroom, guidance center, or other school facilities. This is not limited to one or two subjects but may include all areas in the total school curriculum.

Group Activities: Counselors conduct groups outside the classroom to respond to identified student interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students.

Other Strategies: Schools may choose to use other delivery strategies, such as teacher advisory programs, peer leaders, and instructional television programs.

The counselor can be both a facilitator and deliverer of the guidance curriculum. The content areas are further defined as student competencies with indicators in Section IV and in Appendix A.

INDIVIDUAL PLANNING—SEP/SEOP

(See Appendix D for further clarification of the SEOP process.)

This component has been defined by the Utah State Board of Education and the Utah State Legislature as the Student Education Plan (SEP) and the Student Education Occupation Plan (SEOP). Individual planning involves a process that includes activities to assist students in planning, monitoring, and managing their own learning as well as their personal and career development. Through the individual planning process, students are given opportunities to evaluate their educational, occupational, and personal goals. The activities in this component are planned and directed by the counselor. They may be delivered on an individual and/or small-group basis.

Individual Planning is delivered through strategies that include:

Guidance Curriculum: Curriculum activities are classroom presentations sequenced by grade level in areas of self-knowledge, educational occupational exploration, and career planning.

Individual Appraisal: Counselors work with students in analyzing and evaluating their abilities, interests, test information, transcripts, extracurricular activities, competencies, leadership roles, course work, and other data as the basis for assisting in the development of immediate and long-range plans.

Individual Advisement: Information from the individual appraisal is used along with guidance curriculum and other current career information sources to help students plan personal, educational, and career goals.

Parent/Student Meetings: Counselors will meet with students and their parents annually in individual and/or small-group planning conferences to review the goals resulting from individual advisement. Goals will be revised as necessary to be consistent with current data.

Next Step Planning and Follow-up: Transitions from one educational program to another, from one school to another, or from school to work will be successful as counselors support students in gathering information, overcoming barriers, and establishing necessary connections.

RESPONSIVE SERVICES

The responsive services component of the Comprehensive Counseling and Guidance Program is designed to meet the immediate needs and concerns of individual students. These needs may require counseling, consultation, referral, or general information. The overall focus of responsive services is prevention and intervention through activities and programs that are developed in response to students' needs. Responsive services are available to all students and are often student, parent, or teacher initiated. Some areas of focus may include dropout prevention, student assistance programs, peer leadership teams, and drug and alcohol prevention. While counselors have training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty are necessary for successful implementation of this component.

Strategies to make responsive services available to all students include:

Classroom Presentations: Counselors teach or assist in teaching guidance curriculum activities or units (focusing on responsive services issues) in the classroom, guidance center, or other school facilities. Such classroom presentations are not limited to one or two subjects areas but may include all areas in the total school curriculum.

Parent Education: Counselors may be asked to conduct or organize orientation or training for parents in response to a particular need or concern of students.

Consultation: Counselors may consult with students, parents, teachers, other educators, and community agencies regarding strategies to help students.

Individual/Group Counseling and Conferences: Counseling may be provided on a small-group or individual basis for students who express concern or have some difficulty dealing with relationships, grief or loss, personal matters, and developmental issues. Students are assisted in identifying problems, causes, alternatives, and possible consequences so that planning and appropriate action occur.

Crisis Counseling: Students and their families may be supported during emergency situations by counselors who can provide short-term counseling and referral to other appropriate support services. Counselors provide leadership for the development of a school crisis intervention plan.

Referral: Counselors may use referral sources to help students deal with serious life crises, such as suicide, violence, abuse, and terminal illness, that lie beyond the scope of the counselor's expertise and/or time. Referral sources include mental health agencies, employment and training programs, vocational rehabilitation, juvenile justice services, and/or social services.

SYSTEM SUPPORT

System support activities establish, maintain, and enhance the Comprehensive Counseling and Guidance Program and support the total operation of the school. This component is carried out through activities in the following areas:

Program Development, Implementation, and Management: Conducting steering and advisory committee meetings, setting aside planning time for weekly department meetings, preparing calendars of events, and communicating plans to appropriate individuals are some examples of the tasks needed to support the Comprehensive Counseling and Guidance Program.

Statewide, there are schools that have met program standards and have staff members who can assist others in making the transition to implement a Comprehensive Counseling and Guidance Program or assist in assessing and evaluating the program.

Program Assessment and Evaluation: A Comprehensive Counseling and Guidance Program is dynamic. A school should use the self-study and program standards checklist to review the status of the guidance program on an annual basis.

Resource Management: A school should ensure that all funds and resources that are provided for the guidance program are managed efficiently. This includes creating a budget and a system for assessing the effectiveness of all resources.

Staff/Community Relations: Teacher, administrator consultation and staff development, school and community presentations, newsletters, and the local media will be utilized in orienting others to the Comprehensive Counseling and Guidance Program. Counselors may serve on departmental committees or community advisory boards to further generate support and understanding by staff and community and to promote schoolwide improvement. Counselors are at the table when decisions about school programs are made.

Research and Publication: Guidance program evaluation, follow-up data, and the development of guidance curriculum activities should be shared by counselors to promote the research and development effort.

Community Outreach: Counselors may plan visits with local business leaders, social service agency representatives, job service personnel, and others to become knowledgeable about community resources, labor market trends, and employment opportunities. In turn, they seek support from groups to serve as members of the advisory committee, participate in career days, etc.

Professional Development: Counselors need to be well trained in the Comprehensive Counseling and Guidance Program. Counselors are involved regularly in updating their professional knowledge and skills. Activities might include participation in professional organizations and inservice training, and reviewing or contributing to professional literature.

Professional Consultation: Counselors provide professional input to resolve schoolwide or staff problems, assist in inservice training, address personal or school-related issues, and facilitate professional growth.

TIME ALLOCATIONS

The percentage of time allocated for each of the four components may vary according to student and school needs. Attending to age-appropriate developmental needs of students via the guidance curriculum will be a top priority. Suggested time distributions for high school, middle/junior high school, and elementary school that provide adequate balance among the four components are outlined to the right. Guidance Curriculum, Individual Planning—SEP/SEOP, and Responsive Services constitute the direct services to students in the program. Counselors should spend a minimum of 80 percent of their time providing direct services and 20 percent or less of their time in indirect services.

TIME DISTRIBUTION
COMPREHENSIVE GUIDANCE
PROGRAM COMPONENTS

HIGH SCHOOL

Guidance Curriculum	25%
Individual Planning/SEOP	35%
Responsive Services	25%
System Support	15%

MIDDLE/JUNIOR HIGH SCHOOL

Guidance Curriculum	35%
Individual Planning/SEOP	25%
Responsive Services	25%
System Support	15%

ELEMENTARY SCHOOL

Guidance Curriculum	40%
Individual Planning/SEP	10%
Responsive Services	35%
System Support	15%

A master calendar is developed that reflects all of the major activities of the components of the Comprehensive Counseling and Guidance Program. As a result, the program will be visible at a glance. The Comprehensive Counseling and Guidance Program standards require counselors to show evidence that the time allocations are being met. A master calendar and/or counselor daily log constitutes such evidence.

IV. CONTENT AREAS AND STUDENT COMPETENCIES

The content for the Comprehensive Counseling and Guidance Program is based on student competencies and indicators developed as the National Career Development Guidelines. The guidelines project was initiated by the National Occupational Information Coordinating Committee (NOICC) in 1987. The guidelines have been endorsed by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Guidance Division of the American Vocational Association (AVA), the National Career Development Association, and other professional associations.

The guidelines provide a core of competencies and indicators for each of four levels: elementary, middle/junior high, high school, and adult. Competencies are viewed as broad goals; indicators describe specific attitudes, knowledge, and skills. The competencies at each level are consistent with the general developmental capabilities of students at that level. The competencies that address both personal and career development are organized around three broad content areas:

- **SELF-KNOWLEDGE**
- **EDUCATIONAL AND OCCUPATIONAL EXPLORATION**
- **CAREER PLANNING**

The chart on the following page outlines the student competencies by area and level. A complete outline of student competencies and indicators can be found in Appendix A. School/district guidance programs may consider other competencies and indicators to support or enhance the content area of the Comprehensive Counseling and Guidance Program as identified through the SCANS Report, the ASCA Standards, the schoolwide needs assessment, the USOE Life Skills document, etc.

CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL

ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL	HIGH SCHOOL	ADULT
Self-Knowledge			
• Knowledge of the importance of self-concept. • Skills to interact positively with others. • Awareness of the importance of growth and change.	• Knowledge of the influence of a positive self-concept. • Skills to interact positively with others. • Knowledge of the importance of growth and change.	• Understanding the influence of a positive self-concept. • Skills to interact positively with others. • Understanding the impact of growth and development.	• Skills to maintain a positive self-concept. • Skills to maintain effective behaviors. • Understanding developmental changes and transitions.
Educational and Occupational Exploration			
• Awareness of the benefits of educational achievement. • Awareness of the relationship between work and learning. • Skills to understand and use career information. • Awareness of the importance of personal responsibility and good work habits. • Awareness of how work relates to the needs and functions of society.	• Knowledge of the benefits of educational achievement to career opportunities. • Understanding the relationship between work and learning. • Skills to locate, understand, and use career information. • Knowledge of skills necessary to seek and obtain jobs. • Understanding how work relates to the needs and functions of the economy and society.	• Understanding the relationship between educational achievement and career planning. • Understanding the need for positive attitudes toward work and learning. • Skills to locate, evaluate, and interpret career information. • Skills to prepare to seek, obtain, maintain, and change jobs. • Understanding how societal needs and functions influence the nature and structure of work.	• Skills to enter and participate in education and training. • Skills to participate in work and lifelong learning. • Skills to locate, evaluate, and interpret career information. • Skills to prepare to seek, obtain, maintain, and change jobs. • Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
• Understanding how to make decisions. • Awareness of the interrelationship of life roles. • Awareness of different occupations and changing male/female roles. • Awareness of the career planning process.	• Skills to make decisions. • Knowledge of the interrelationship of life roles. • Knowledge of different occupations and changing male/female roles. • Understanding the process of career planning.	• Skills to make decisions. • Understanding the interrelationship of life roles. • Understanding the continuous changes in male/female roles. • Skills in career planning.	• Skills to make decisions. • Understanding the impact of work on individual and family life. • Understanding the continuing changes in male/female roles. • Skills to make career transitions.

V. A STRATEGY FOR IMPLEMENTING THE COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM

The Comprehensive Counseling and Guidance Program described in this document represents a statewide commitment to ensure a more consistent approach to guidance services. Parents can be confident that as their students move from elementary to middle/junior high to high school, or from one school to another, they can build their education and career plans from a similar experience base.

It takes time to develop a new program while living with the current one. Planning, therefore, is essential in outlining steps that are feasible and can be accomplished each year as the program is implemented. Eventually, all program components will be in place, and all student competencies and indicators can be fully realized.

The following pages outline guidelines and strategies for program implementation. As you review your existing guidance services, recognize elements that may already be in place, identify others that may need to be revised, and still others that may be missing all together. It is not essential to complete each task sequentially; in fact, several tasks may be worked on simultaneously. Eventually, all tasks need to be completed to fully implement the Comprehensive Counseling and Guidance Program.

GUIDELINES

1. Become familiar with the Comprehensive Counseling and Guidance Program and establish local program priorities.

2. Seek school- and district-level administrative and financial support.

3. Assess the current program by comparing existing activities to the expectations of the new program.

4. Conduct a needs assessment in each of the program component areas to establish priorities and localize program outcomes.

5. Develop a plan to revise existing school programs to make them consistent with the Comprehensive Counseling and Guidance Program.

6. Implement the program as designed at the local level.

7. Evaluate the effectiveness of the revised program.

8. Continue to revitalize the program based on evolving social, educational, and career needs.

The Comprehensive Counseling and Guidance Program places counselors in a position to proactively guide students to reach their potential. Counselors become highly visible. They are in the classroom on a regular, planned basis. They are resource consultants to teachers as both teachers and counselors implement the guidance curriculum. The Comprehensive Counseling and Guidance Program promotes the view of counselors as invaluable professionals within the educational community.

With support from the Utah State Office of Education and local school districts, counselors are in a key position to affect changes within their own systems. Counselors can engender cooperation between school personnel and the community to take the necessary steps to successful program implementation.

STRATEGY

PHASE I: Establish Your Program Priorities

Task 1: Select members for a steering committee and an advisory committee.

Task 2: Familiarize your guidance team and school staff with the Comprehensive Counseling and Guidance Program.

Task 3: Establish feasible outcome priorities and present them to the advisory committee.

Task 4: Conduct a needs assessment with students, parents, and teachers in the program content areas.

Task 5: Write a program definition and philosophy based on the Comprehensive Counseling and Guidance Program.

Phase II: Conduct an Analysis of Your Current Program

Task 6: List all current counseling and guidance activities.

Task 7: Write a description of each activity.

Task 8: Assess the value of each activity.

Task 9: Identify differences in your program and your outcome priorities.

Task 10: Survey your time usage for the four program elements for at least one school year.

Phase III: Develop Your Program Description

Task 11: Identify new activities necessary to accomplish outcome priorities and write a description of each.

Task 12: Develop a guidance planning matrix and calendar of activities for each month of the school year categorized by the four program components.

Task 13: Write job descriptions for guidance personnel.

Task 14: Write and distribute the description of the desired program.

Phase IV: Implement Your Program

Task 15: Develop a strategy for implementation. Implement the guidance curriculum for each grade level grouping.

Task 16: Implement individual planning for each grade level grouping.

Task 17: Implement responsive services available to all students.

Task 18: Plan a media event to celebrate and recognize the implementation of your program.

Phase IV: Evaluate Your Program

Task 19: Monitor and measure program results, effectiveness, progress, and accomplishments.

Task 20: Assess counselor accomplishments and performance.

Task 21: Measure student results.

RESOURCES

The vision of adapting the school, old or new, to fit the dynamics of the Comprehensive Counseling and Guidance Program is critical. In addition to resources previously identified, particular attention can be given to identification and utilization of all resources available.

Human Resources: Counselors, administrators, teachers, students, parents, community leaders, and business and labor personnel all play a role in the school's guidance program. Counselors are the main providers of counseling and guidance services; however, support of others is critical to the success of the program. The advisory committee is one way to capture the talent and energy of all human resources.

Political Resources: Full endorsement of the guidance program by the local Board of Education is one way to mobilize political resources. Other examples of political resources are clear school, district, and state policy statements that highlight the nature of the guidance program. We are fortunate in Utah to have well-defined state policy for the Comprehensive Counseling and Guidance Program, program funding, and the SEP/SEOP process.

Financial Resources: Financial resources stem from the Utah State Legislature, which has provided funding for implementation and maintenance of the Comprehensive Counseling and Guidance Program in Utah's schools (see Appendix C).

Technological Resources: In order to accomplish the core elements of the Comprehensive Counseling and Guidance Program, counselors must maximize their time to understand and utilize technology in areas of student information management systems as well as in classroom guidance curriculum presentations, etc. Technological resources are imperative! Information on new materials and other resources of this nature is made available through the state guidance specialist as well as at annual, state-sponsored conferences and workshops.

VI. EVALUATION OF EFFECTIVENESS

Evaluation is an integral part of the Comprehensive Counseling and Guidance Program. Two key elements are essential to evaluate a guidance program: (1) a written description of the school's program and (2) evidence to support that the written program is in fact being implemented. Discrepancies between the written program and the implemented program will prevent a school from qualifying for program-approval status. To conduct an evaluation of a Comprehensive Counseling and Guidance Program, program standards must be in place. Program standards are recognized measures or the criteria used to make judgments about the nature of the program and the degree to which the program is in place. The program standards for the Utah Comprehensive Counseling and Guidance Program are embedded in state statute and Utah State Board of Education Administrative Rules (see Appendix C).

Evaluation can provide evidence of program contributions and can identify program strengths and weaknesses. It is not done only at the end of an activity or at the end of the school year. It is ongoing and leads to program refinements and adjustments as the program is faced with the challenge of maintaining lofty program standards.

Counseling and guidance departments should be at the forefront of writing and telling about what they are doing, how they are spending their time, the effects that systematically planned and implemented guidance activities have on students, etc. Research shows that parental, faculty, and administrative support dramatically increases when all parties know what is being done and the benefits that accrue.

There are four components to successful evaluation of the Comprehensive Counseling and Guidance Program: personnel evaluation, program evaluation, student evaluation, and resource evaluation.

PERSONNEL EVALUATION

Job Description: In establishing a performance-based evaluation system for school counselors, the first step is to establish a written job description based on the Comprehensive Counseling and Guidance Program structure. One job description should be developed for counselors at each level—elementary, middle/junior high, and high school. Sample job descriptions for each level can be found in Appendix B.

Counselor Performance Evaluation: A performance evaluation instrument should be developed using the counselor job description as well as the National Career Development Guidelines (see Appendix E for the National Career Development Guidelines and Staff Competencies). In each area of responsibility, the standards of performance need to be described, ranging from unsatisfactory to exemplary, in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals.

PROGRAM EVALUATION

Program evaluation involves completing a self-study and then conducting an on-site review of the school's guidance program. The self-study is a full, written description of how the guidance program is meeting the program standards. The standards and indicators are derived from the structural and programmatic components of the Comprehensive Counseling and Guidance Model. School guidance programs must provide evidence that the written Comprehensive Counseling and Guidance Program has been fully implemented. The program evaluation process is called an on-site review. Indicators that describe the nature and substance of the program standards have been developed and are thoroughly described in the *Self-Study for Meeting Comprehensive Counseling and Guidance Program Standards* and the *On-Site Review Form for Program Approval*.

STUDENT EVALUATION

Student evaluation measures the impact of the Comprehensive Counseling and Guidance Program on student perceptions of school and student achievement. Student evaluation is a results evaluation. It is necessary to look at whether or not students master guidance competencies. It is critical to determine if students develop and use individual education and occupation plans. It is also important to gather data that support the positive effect of the guidance program on school climate, school goals, etc. Consider a variety of ways to evaluate the impact of the program on students.

RESOURCE EVALUATION

It is critical to evaluate and assess the effectiveness of resources that support your school program. Such a review or assessment may be needed to review the effectiveness of the career center, technological or other media resources, curriculum materials, and testing and assessment instruments. Materials and resources may become outdated quickly.

APPENDIX A:
NOICC COMPETENCIES AND INDICATORS

ELEMENTARY SCHOOL STUDENT

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths, and weaknesses.
6. Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact positively with others.

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with peers and adults.
3. Demonstrate group membership skills.
4. Identify sources and effects of peer pressure.
5. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
6. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
6. Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

1. Describe how academic skills can be used in the home and community.
2. Identify personal strengths and weaknesses in subject areas.
3. Identify academic skills needed in several occupational groups.
4. Describe relationships among abilities, effort, and achievement.
5. Implement a plan of action for improving academic skills.

6. Describe school tasks that are similar to skills essential for job success.
7. Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

1. Identify different types of work, both paid and unpaid.
2. Describe the importance of preparing for occupations.
3. Demonstrate an understanding of the importance of practice, effort, and learning.
4. Describe how current learning relates to work.
5. Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people, and things.
3. Identify work activities of interest to the student.
4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
5. Describe jobs that are present in the local community.
6. Identify the working conditions of occupations (e.g., inside/outside, hazardous).
7. Describe ways in which self-employment differs from working for others.
8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

1. Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) in getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with attaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Describe how personal beliefs and attitudes affect decision making.
7. Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

1. Describe the various roles an individual may have (e.g., a friend, a student, a worker, a family member).
2. Describe work-related activities in the home, community, and school.
3. Describe how family members depend on one another, work together, and share responsibilities.
4. Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

1. Describe the importance of planning.
2. Describe skills needed in a variety of occupational groups.
3. Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate respect for the feelings and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

1. Describe the importance of academic and occupational skills in the work world.
2. Describe how the skills taught in school subjects are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.
7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups, including self-employment.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts used in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

1. Describe the importance of work to society.
2. Describe the relationship between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with a series of choices.
3. Identify possible outcomes of decisions.
4. Describe school courses related to personal, educational, and occupational interests.
5. Describe how the expectations of others affect career planning.
6. Identify ways in which decisions about education and work relate to other major life decisions.
7. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
8. Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
2. Identify how work roles at home satisfy needs of the family.
3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
4. Identify personal leisure choices in relation to lifestyle and attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

1. Describe advantages and problems of entering nontraditional occupations.
2. Describe the advantages of taking courses related to members of the opposite gender, even if they are most often taken by members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and vocational programs offered at the high school level.
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
6. Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL STUDENT

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

4. Demonstrate an understanding of the environmental influences on one's behavior.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationships between educational achievement and career planning.

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe the relationship of academic and vocational skills to personal interests.
3. Describe how skills developed in academic and vocational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
6. Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work.
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

1. Describe the educational requirements of various occupations.
2. Demonstrate the use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
3. Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
4. Describe the concept of career ladders.
5. Describe the advantages and disadvantages of self-employment as a career option.
6. Identify individuals in selected occupations as possible information resources, role models, or mentors.
7. Describe the influence of change in supply and demand for workers in different occupations.
8. Identify how employment trends relate to education and training.
9. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full- or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate employability skills necessary to obtain and maintain jobs.
7. Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
8. Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
9. Demonstrate an understanding that job opportunities often require relocation.
10. Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

1. Describe the effect of work on lifestyles.
2. Describe how society's needs and functions affect the supply of goods and services.

3. Describe how occupational industrial trends relate to training and employment.
4. Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Demonstrate responsibility for making tentative educational and occupational choices.
2. Identify alternatives in given decision-making situations.
3. Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
5. Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
6. Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

1. Demonstrate knowledge of life stages.
2. Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
3. Describe ways in which occupational choices may affect a lifestyle.
4. Describe the contribution of work to a balanced and productive life.
5. Describe ways in which work, family, and leisure roles are interrelated.
6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.
8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

1. Identify factors that have influenced the changing career patterns of women and men.
2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
4. Identify courses appropriate to tentative occupational choices.
5. Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

1. Describe career plans that reflect the importance of lifelong learning.
2. Demonstrate knowledge of postsecondary vocational and academic programs.
3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
4. Describe school and community resources to explore educational and occupational choices.
5. Describe the costs and benefits of self-employment.
6. Demonstrate occupational skills developed through volunteer experiences, part time employment, or cooperative education programs.
7. Demonstrate skills necessary to compare education and job opportunities.
8. Develop an individual career plan by updating information from earlier plans and including tentative decisions to be implemented after high school.

ADULT

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self-concept.

1. Demonstrate a positive self-concept.
2. Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
3. Identify achievements related to work, learning, and leisure and their influence on self-perception.
4. Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

1. Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
2. Identify symptoms of stress.
3. Demonstrate skills to overcome self-defeating behaviors.
4. Demonstrate skills in identifying support and networking arrangements (including role models).
5. Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

1. Describe how personal motivations and aspirations may change over time.
2. Describe physical changes that occur with age and adapt work performance to accommodate these.
3. Identify external events (e.g., job loss, job transfer) that require life changes.

COMPETENCY IV: Skills to enter and participate in education and training.

1. Describe short- and long-range plans to achieve career goals through appropriate educational paths.
2. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
3. Describe community resources to support education and training (e.g., child care, public transportation, public health services, welfare benefits).
4. Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and lifelong learning.

1. Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
2. Describe how educational achievements and life experiences relate to occupational opportunities.
3. Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate, and interpret career information.

1. Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
2. Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
3. Describe the uses and limitations of occupational outlook information.
4. Identify the diverse job opportunities available to an individual with a given set of occupational skills.
5. Identify opportunities available through self-employment.
6. Identify factors that contribute to the misinformation about occupations.
7. Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

1. Identify specific employment situations that match desired career objectives.
2. Demonstrate skills to identify job openings.
3. Demonstrate skills to establish a job search network through colleagues, friends, and family.
4. Demonstrate skills in preparing a resume and completing job applications.

5. Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
6. Demonstrate effective work attitudes and behaviors.
7. Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
8. Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
9. Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
10. Identify skills that are transferable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

1. Describe the importance of work as it affects values and lifestyle.
2. Describe how society's needs and functions affect occupational supply and demand.
3. Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
4. Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

1. Describe personal criteria for making decisions about education, training, and career goals.
2. Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
3. Describe the effects of education, work, and family decisions on individual career decisions.
4. Identify personal and environmental conditions that affect decision making.
5. Demonstrate effective career decision-making skills.
6. Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.

1. Describe how family and leisure functions affect occupational roles and decisions.
2. Determine effects of individual and family developmental stages on one's career.

3. Describe how work, family, and leisure activities interrelate.
4. Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness, time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

1. Describe recent changes in gender norms and attitudes.
2. Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
3. Identify disadvantages of stereotyping occupations.
4. Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

1. Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
2. Describe strategies to use during transitions (e.g., networks, stress management).
3. Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
4. Describe the skills and knowledge needed for preretirement planning.
5. Develop an individual career plan by updating information from earlier plans and including short- and long-range career decisions.

APPENDIX B:
SAMPLE COUNSELOR JOB DESCRIPTIONS

ELEMENTARY SCHOOL COUNSELOR

Primary Functions

As a member of the school guidance team, a counselor is to provide a Comprehensive Counseling and Guidance Program for students in Grades K-6. The counselor structures activities to meet the needs of the students; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the total elementary school program.

Major Job Responsibilities

1. Implement the elementary guidance curriculum.
2. Work with teachers and parents to guide and counsel students through the development of the student education plans (SEP) and career awareness activities.
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate, and revise the school guidance program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties

1. **Implement the elementary guidance curriculum:** Conduct developmentally sequenced guidance activities in the classroom (in accordance with the competencies and indicators outlined in the Utah model) in cooperation with school administrators and teachers. Facilitate the infusion of guidance activities into the regular education curricula to support the development of the SEP. These activities may include a variety of resources and materials.

2. **Work with teachers and parents to guide and counsel individual students through the development of student education plans (SEP) and career awareness activities:** Collaborate with teachers as they guide students in the development of the SEP. Provide orientation activities for students new to the school; participate in orientation programs for parents and students; and assist students in the transition from elementary to middle/junior high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration activities.

3. **Counsel small groups and individual students:** Conduct structured, goal-oriented counseling sessions (per state/district policy) to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic issues, behavior patterns, peer relations, family issues, child abuse, and substance abuse prevention.

4. **Consult with teachers, staff, and parents regarding meeting the developmental needs of students:** Participate in group consultations with administrators, teachers, parents, and others to enhance their work with students; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs and assist families with school-related problems.

5. **Refer students with critical needs, in consultation with their parents, to appropriate community resources:** Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based psychologists, service agencies, and physicians. Use an effective referral process for assisting students and others to use special programs and services.

6. **Participate in activities that contribute to the effective operation of the school:** Establish and/or maintain effective liaisons with all grade levels; interpret group test results to faculty and staff; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. **Advocate for all students:** Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students through the SEP process.

8. **Plan, implement, evaluate, and revise the school guidance program:** Review the guidance program at least annually with staff and administration. Using the program evaluation self-study, review and modify the program components and the program calendar.

9. **Demonstrate professional conduct and pursue professional growth:** Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA). Attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses; and share with colleagues.

MIDDLE/JUNIOR HIGH SCHOOL COUNSELOR

Primary Functions

As a member of the school guidance team, a counselor is to provide a comprehensive guidance program for students in Grades 6-9. The counselor structures activities to meet the needs of the students; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote other middle/junior high school educational programs.

Major Job Responsibilities

1. Implement the middle/junior high school guidance curriculum.
2. Guide and counsel students through the development of student education occupation plans (SEOP).
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate, and revise the school guidance program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties

1. **Implement the middle/junior high school guidance curriculum:** Conduct developmentally sequenced guidance activities in the classroom (in accordance with the competencies and indicators outlined by the Utah model) as planned in cooperation with school administrators and teachers. Facilitate the infusion of guidance activities into the Technology, Life, and Careers (TLC) course and the regular education curricula to support the development of the SEOP. These activities may include a variety of materials and resources.

2. **Guide and counsel students through the development of student education occupation plans (SEOP):** Provide orientation activities for students new to the school; facilitate orientation programs for parents and students about the SEOP process and other guidance-related topics; assist students in the transition from middle/junior high school to high school; inform students and their parents of test results and their implications for educational planning; and provide resources and information to assist in career awareness, career exploration, and career planning activities.

3. **Counsel small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the middle/junior high school level may include self-awareness, self-identity, academic issues, behavior patterns, conflict resolution, peer mediation, family issues, child abuse and substance abuse prevention, and suicide prevention and intervention.

4. **Consult with teachers, staff, and parents regarding meeting the developmental needs of students:** Participate in group consultations with administrators, teachers, parents, and others to enhance their work with students; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school-related problems.

5. **Refer students with critical needs, in consultation with their parents, to appropriate community resources:** Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based psychologists, service agencies, and physicians. Use an effective referral process for assisting students and others to use special programs and services.

6. **Participate in activities that contribute to the effective operation of the school:** Interpret group test results to faculty and staff; establish effective liaisons with the various grade levels or instructional departments; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs, such as gifted education and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. **Advocate for all students:** Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students through the SEOP process.

8. **Plan, implement, evaluate, and revise the school guidance program:** Review the guidance program at least annually with staff and administration. Using the program evaluation self-study, review and modify the program components and the program calendar.

9. **Demonstrate professional conduct and pursue professional growth:** Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA). Attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses; and share with colleagues.

HIGH SCHOOL COUNSELOR

Primary Functions

As a member of the school guidance team, a counselor is to provide a comprehensive guidance program for students in Grades 9-12. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other high school educational programs.

Major Job Responsibilities

1. Implement the high school guidance curriculum.
2. Guide and counsel students through the development of student education occupation plans (SEOP).
3. Counsel small groups and individual students.
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in and coordinate or conduct activities that contribute to the effective operation of the school.
7. Advocate for all students.
8. Plan, implement, evaluate, and revise the school guidance program.
9. Demonstrate professional conduct and pursue professional growth.

Key Duties

1. **Implement the high school guidance curriculum:** Conduct developmentally sequenced guidance activities in the classroom (in accordance with the competencies and indicators outlined by the Utah model) as planned in cooperation with school administrators and teachers. Facilitate the infusion of guidance activities into career and life skills courses and the regular education curricula to support the development of the SEOP.

2. **Guide and counsel students through the development of student education occupation plans (SEOP):** Provide orientation activities for students new to the school; facilitate orientation programs for parents and students that support the SEOP process and other guidance-related topics. Assist students in the transition from high school to their next steps in connecting to training and education programs. Provide information and feedback in small groups and/or with individual students and their parents in the use of test results and their implications for educational and career planning; counsel all students to develop career plans through career awareness, career exploration, and career planning activities; and collaborate with school staff members who contribute to the development of the students' SEOPs.

3. **Counsel small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the high school level may include self-concept, academic issues, attendance and behavior patterns, conflict resolution, family issues, child abuse, substance abuse prevention, and suicide prevention and intervention.

4. **Consult with teachers, staff, and parents regarding meeting the developmental needs of students:** Participate in group consultations with administrators, teachers, parents, and others to enhance their work with students; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with school-related problems.

5. **Refer students with critical needs, in consultation with their parents, to appropriate community resources:** Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community-based psychologists, service agencies, and physicians. Use an effective referral process for assisting students and others to use special programs and services.

6. **Participate in and coordinate or conduct activities that contribute to the effective operation of the school:** Interpret group test results to faculty and staff; establish effective liaisons with the various instructional departments; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs, such as gifted and special education; and participate with the administration and faculty as a team member in the implementation of the district testing program.

7. **Advocate for all students:** Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted; and promote personalizing education for all students through the SEOP process.

8. **Plan, implement, evaluate, and revise the school guidance program:** Review the guidance program periodically with staff and administration using the program evaluation self-study, review and modify the program calendar, and evaluate guidance learning activities.

9. **Demonstrate professional conduct and pursue professional growth:** Display a positive, professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA). Attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take postgraduate courses; and share with colleagues.

APPENDIX C:
FUNDING PROCEDURES

R277-462. COMPREHENSIVE GUIDANCE PROGRAM.

R277-462-1 Definitions.
R277-462-2 Authority and Purpose.
R277-462-3 Comprehensive Guidance Program Approval and Qualifying Criteria.
R277-462-4 Use of Funds.
R277-462-5 Reporting.

R277-462-1 DEFINITIONS.

A. "Comprehensive Guidance Program" means the organization of resources to meet the priority needs of students through four delivery system components:
   (1) guidance curriculum which means providing guidance content to all students in a systematic way;
   (2) student educational and occupational planning component which means individualized education and career planning with all students;
   (3) responsive services component designed to meet the immediate concerns of certain students; and
   (4) system support component which addresses management of the program and the needs of the school system itself.
B. "SEOP" means student educational occupational plan.
C. "Direct services" means time spent on the guidance curriculum, SEOP, and responsive services activities meeting students' identified needs as identified by students, school personnel and parents consistent with district policy.
D. "WPU" means weighted pupil unit, the basic unit used to calculate the amount of state funds for which a school district is eligible.
E. "Board" means the Utah State Board of Education and Applied Technology Education.
F. "USOE" means the Utah State Office of Education.

R277-462-2 AUTHORITY AND PURPOSE.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and authority over public education in the Board, by Section 53A-15-201 which designates the Utah State Board of Education as the Board for Applied Technology Education, and Section 53A-17a-131.8 which directs the Board to establish qualification criteria and distribute Comprehensive Guidance Program funds.
B. This rule establishes standards and procedures for entities applying for funds appropriated for Comprehensive Guidance Programs administered by the Board.

R277-462-3 COMPREHENSIVE GUIDANCE PROGRAM APPROVAL AND QUALIFYING CRITERIA.

A. Comprehensive guidance disbursement criteria:

(1) For each school which meets the qualifying criteria for a Comprehensive Guidance Program and which enrolls students in grades seven through twelve, districts shall receive from six to twenty-four WPU's based on school enrollment as of October 1 of the current fiscal year (e.g., 1 - 399 students = 6 WPU's, 400 - 799 students = 12 WPU's, 800 - 1,199 students = 18 WPU's, 1,200 students + = 24 WPU's).

(2) Priority for funding shall be given for grades nine through twelve and any remaining funds will be allocated to grades seven and eight for the schools which meet program standards. Grades nine through twelve shall be given priority for funding provided under Section 53A-17a-131.8. Remaining funds shall be allocated to grades seven and eight in those schools that meet program standards. Funds directed to grades seven and eight shall be distributed according to the formula under R277-462-3A(1) following the distribution of funds for grades nine through twelve.

(3) Comprehensive Guidance Program funds shall be distributed to districts for each school within the district that meet all of the following criteria:

(a) A schoolwide student/parent/teacher needs assessment completed within the last four years prior to the application deadline for funding;

(b) Documentation that a school advisory and a school steering committee have been organized and are functioning effectively;

(c) Evidence that eighty percent of aggregate counselors time is devoted to DIRECT services to students;

(d) A program that reflects a commitment that all students in the school shall benefit from the Comprehensive Guidance Program;

(e) Approval of the Program by the local board of education;

(f) The establishment of the SEOP requirement for all students both as a process and a product consistent with R277-911, Secondary Applied Technology Education and R277-700, the Elementary and Secondary School Core Curriculum and High School Graduation Requirements;

(g) Assistance for students in developing job seeking and finding skills and in post-high school placement;

(h) Inclusion in the guidance curriculum of activities for each of the twelve National Occupational Information Coordination Committee (NOICC) competencies (available from the USOE guidance specialist);

(i) Distribution to and discussion with feeder schools of the Comprehensive Guidance Program; and

(j) Sufficient district budget to adequately provide for guidance facilities, material, equipment and clerical support.

B. All districts may qualify schools for the Comprehensive Guidance Program funds and shall certify in writing that all program standards are being met by each school receiving funds under this rule.
   (1) Procedures for qualifying schools within a district receiving funds shall be provided by the USOE.
   (2) Qualifying schools shall complete the "Self-Study for Meeting Comprehensive Guidance Program Standards" form provided by the USOE and supporting documentation, if requested.
   (3) Qualifying schools shall receive on-site review of the program by team members designated by the school district. The on-site review team shall consist of at least five members.
   (4) The district shall submit to the USOE the "Form for Program Approval" which has been completed by the Review Team, signed by the Team Chairperson and school/district personnel as indicated on the form.
   (5) The "Form for Program Approval" shall be received by the USOE not later than May 20 of each year for disbursement of funds the next year.
   (6) Programs approved and forms submitted by December 20 of each year MAY be considered for partial disbursement, if funds are available.

R277-462-4 USE OF FUNDS.

A. Funds disbursed for this program shall be used by the district at the district secondary schools in grades seven through twelve to provide a guidance curriculum and an SEOP for each student at the school, to provide responsive services, and to provide system support for the Comprehensive Guidance Program. Such costs may include the following:
   (1) personnel costs;
   (2) career center equipment, such as computers, or media equipment;
   (3) career center materials such as computer software, occupational information, SEOP folders, and educational information;
   (4) inservice training of personnel involved in the Comprehensive Guidance Program;
   (5) extended day or year if REQUIRED to run the program; and
   (6) guidance curriculum materials for use in classrooms.

B. Funds shall not be used for nonguidance purposes or to supplant funds already being provided for the guidance program except that:
   (1) Districts may pay for the costs incurred in hiring NEW personnel as a means of reducing the pupil/counselor ratio and eliminating time spent on nonguidance activities in order to meet the program criteria.
   (2) Districts may pay other costs associated with a comprehensive guidance program which were incurred as a part of the program during the implementation phase but which WERE NOT a regular part of the program prior to that time.

R277-462-5 REPORTING.

A. The USOE shall monitor the program and provide an annual report on its progress and success.

B. Districts shall certify on an annual basis that previously qualified schools continue to meet the program criteria and provide the USOE with data and information on the program as required.

APPENDIX D:
GUIDELINES FOR THE SEOP

The Student Education Occupation Plan (SEOP) is a primary strategy for recognizing student accomplishments and strengths and for planning, monitoring, and managing education and career development in Grades 7-12. This is achieved through an ongoing partnership involving students, parents, school counselors, and other school personnel. The SEOP incorporates student information and competencies in the areas of self-knowledge, educational and occupational exploration, and career planning to assist students in establishing educational and personal/life goals and to connect students to activities that will help them achieve their goals.

The SEOP involves a process and a product that are directed by individual student needs, educational needs and requirements, and realistic assessments. As part of the planning process, student interests, talents, achievements, and goals are reviewed in a conference with parents and a counselor (or other school personnel). Record of the planning process activities is kept in a personal portfolio or individual planning document.

PROCESS

Common elements of a successful SEOP:

Coordinated guidance curriculum activities, sequenced by grade level in the areas of:

- Self-knowledge
- Educational and occupational exploration
- Career planning

Individual assessment:

Aptitude, interest, and achievement

Parental involvement:

Annual conference with the student, parent, and counselor

Well-defined objectives:

Goal setting, plans to attain goals, and review of progress toward goals

Advisement

Celebration of the Student

Amended by Chapter 310, 1997 General Session
Download Code Section Zipped WP 6.1 53A02007.ZIP 3,842 Bytes

PRODUCT

A student education and career-oriented planning document that includes:

Evidence of school-to-work, education, and career goals

Written four-year education and career plan, including:

- Skill development
- Course selections
- Graduation requirements
- School-to-Careers goals
- Work-based learning

Evidence of Board of Education graduation requirements

Evidence of student, parent, and counselor participation in planning process

UTAH CODE (SEOP LAW)

53A-1a-106. School district and individual school powers.

(1) In order to acquire and develop the characteristics listed in Section 53A-1a-104, each school district and each public school within its respective district shall implement a comprehensive system of accountability in which students advance through public schools by demonstrating competency in required skills and mastery of required knowledge through the use of diverse assessment instruments such as authentic and criterion-referenced tests, projects, and portfolios.

(2)

(a) Each school district and public school is authorized and encouraged to do the following:

(i) develop and implement programs integrating technology into the curriculum, instruction, and student assessment;

(ii) increase teacher and parent involvement in decision making at the school site;

(iii) implement a public school choice program to give parents, students, and teachers greater flexibility in designing and choosing among programs with different focuses between schools within the same district and between different districts, subject to space availability, demographics, and legal and performance criteria;

(iv) establish strategic planning at both the district and school level and site-based decision making programs at the school level;

(v) provide opportunities for each student to acquire and develop academic and occupational knowledge, skills, and abilities;

(vi) participate in ongoing research and development projects primarily at the school level aimed at improving the quality of education within the system; and

(vii) involve business and industry in the education process through the establishment of partnerships with the business community at the district and school level.

(b) (i) Each school district, in consultation with its teachers, school community councils or similar entities, and the State Board of Education, shall establish policies to provide for the effective implementation of a personalized student education plan (SEP) or student education/occupation plan (SEOP) for each student at the school site.

(ii) The policies shall include guidelines and expectations:

(A) for recognizing ~~the student's~~ accomplishments and strengths;

(B) for planning, monitoring, and managing education and career development;

(C) for an ongoing partnership involving students, parents, and school personnel in the process, to include at least two annual SEP conferences at the elementary level, involving the student, the student's parent or guardian, and school personnel, and at least one individual SEOP conference held annually in grades 7-11, with an optional conference in grade 12, involving the student, the student's parent or guardian, and school personnel, and at least one small group SEOP conference in grade 12 and at least one small group SEOP conference in grade 7 or 8 and 9 or 10 involving the student, the student's parent or guardian, and school personnel; and

(D) for identifying and obtaining adequate resources, such as time and training, required for a successful program.

(iii) (A) The State Board of Education shall provide guidelines, after receiving input from local school boards, as to what constitutes the makeup of a small group SEOP.

(B) Nothing in Subsection (2)(b) prevents parents or guardians from having additional conferences with school personnel on matters related to their students.

(iv) Time spent during the school day to implement SEPs and SEOPs is considered part of the school term referred to in Subsection 53A-17a-103(5).

APPENDIX E:
NATIONAL CAREER DEVELOPMENT GUIDELINES AND STAFF COMPETENCIES

National Career Development Guidelines
Staff Competencies—Adapted for Utah Counselors

Counseling

A. Knowledge of developmental issues individuals address throughout the life span.
B. Knowledge of counseling and career development theories and techniques.
C. Knowledge of decision-making and transition models.
D. Knowledge of role relationships to facilitate personal, family, and career development.
E. Knowledge of different cultures to interact effectively with all populations.
F. Skills to build productive relationships with others.
G. Skills to use appropriate individual and group counseling techniques.
H. Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.
I. Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.
J. Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.
K. Skills to assist individuals in setting goals and identifying strategies for reaching goals.
L. Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.
M. Skills to assist individuals in preparing for multiple roles through their lives.

Information

A. Knowledge of changes taking place in the economy, society, and job market.
B. Knowledge of basic concepts related to career counseling, such as career resources.
C. Knowledge of basic concepts related to career counseling, such as career development, career progression, and career patterns.
D. Knowledge of the changing gender roles and how these impact work, family, and leisure.

E. Knowledge of employment information and career planning materials.
F. Knowledge of employment-related requirements, such as labor laws, licensing, credentialing, and certification.
G. Knowledge of state and local referral services or agencies for job, financial, social, and personal services.
H. Knowledge of federal and state legislation that may influence counseling programs.
I. Skills to use career development resources and techniques designed for specific groups.
J. Skills to use computer-based career information systems.

Individual and Group Assessment

A. Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.
B. Skills to identify assessment resources appropriate for specific situations and populations.
C. Skills to evaluate assessment resources and techniques so that their validity, reliability, and relationship to race, gender, age, and ethnicity can be determined.
D. Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration

A. Knowledge of program designs that can be used in organizing counseling programs.
B. Knowledge of needs assessment techniques and practices.
C. Knowledge of management concepts, leadership styles, and techniques to implement change.
D. Skills to assess the effectiveness of counseling programs.
E. Skills to identify staff competencies for effective comprehensive counseling programs.
F. Skills to prepare proposals, budgets, and timelines for counseling programs.
G. Skills to identify, develop, and use record-keeping methods.
H. Skills to design, conduct, analyze, and report the assessment of individual and program outcomes.

Implementation

A. Knowledge of program adoption and planned change strategies.
B. Knowledge of barriers affecting the implementation of comprehensive counseling programs.
C. Skills to implement individual and group programs in a variety of areas, such as assessment, decision making, job seeking, career information, and career counseling.

D. Skills to implement public relations efforts that promote counseling activities and services.
E. Skills to establish links with community-based organizations.

Consultation

A. Knowledge of consulting strategies and consulting models.
B. Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.
C. Skills to consult with influential parties, such as employers, community groups, and the general public.
D. Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.

Specific Populations

A. Knowledge of differing cultural values and their relationship to work values.
B. Knowledge of unique counseling needs of minorities, women, individuals with disabilities, and older persons.
C. Knowledge of alternative approaches to career planning for individuals with specific needs.
D. Skills to identify community resources and establish links to assess adults with specific needs.
E. Skills to find appropriate methods or resources to communicate with limited-English-proficient individuals.